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America's greatest need intellectually today is of men who are capable of making great generalizations; who are not so absorbed in the minutæ of a given subject that they could not see the subject itself in relation to everything else. Over and over again he emphasized the necessity of our making clear distinction between the important and the unimportant; the permanent and the ephemeral; the valuable and the useless. To do this on a big, broad, comprehensive scale of thinking is the peculiar task of the historian.

The strain of such a heavy program as has been indicated had to be broken at times, or results might have been disastrous. There were therefore a number of social and semi-social events that adequately provided for the release from scholastic strain. A buffet luncheon-conference at the Library of Congress was a combined social and business meeting. Tuesday evening a delightful smoker was tendered the men at the Cosmos Club, and a reception at the same hour was given the ladies by the National Club House Committee of the Collegiate Alumni Association, at the National Club House. On Thursday afternoon there was a reception by the French Ambassador and Madame Jusserand at the French Embassy.

At the business session an increase in the member-

ship of the Association was reported, and it was determined to increase the annual dues from \$3.00 to \$5.00. An extensive report on the policy of the Association was made, which is of no interest to any except those vitally and closely connected with the management of the Association. In announcing the deaths of the past year, special mention was made of James Schouler, a former president of the Association, and one of the foremost of American historians.

All told, the meeting was a good one, though it could not be said to be of the same interest as the Cleveland meeting a year ago. There was a lack of spontaneity; everything was too cut and dried. There was not enough discussion. Practically all papers, as before indicated, were too long. A very distracting circumstance this year was the fact that two simultaneous meetings were held in opposite ends of the same hall with only a slight curtain intervening,—so that everybody *heard* two speeches at the same time and *listened* to none.

The various papers and addresses will be published in the American Historical Review, the Mississippi Valley Historical Review, and other historical journals, and students of history will undoubtedly find them of great interest and value.

THE UNIVERSITY SETS FORTH ITS NEEDS

By LOUIS R. WILSON
The University of North Carolina

AFTER a careful study of its present needs and the requirements which the high schools of North Carolina will make upon it within the next five years, the University of North Carolina has asked the State Budget Commission and the General Assembly for the following five-year building program to care for 3,000 students:

Dormitories for men \$1,530,000; women's dormitory \$200,000; dormitory furniture \$75,000; dining halls for 1,725 students \$500,000; three classroom buildings for languages, history and social sciences, and the college of liberal arts \$500,000; three departmental buildings for law, pharmacy, and geology \$450,000; additions to departmental buildings for medicine and chemistry \$300,000; classroom furniture and fixtures \$200,000; departmental apparatus and equipment \$125,000; additions to library building \$100,000; enlarged physical education and infirmary buildings \$375,000; auditorium to seat 3,000 persons \$300,000; administration and extension building \$200,000; dwellings for administrative officers and Faculty \$100,000; renovation of old buildings \$250,000; heat, light, power, and

water extensions 250,000; fire protection \$30,000; permanent improvement of grounds \$100,000. Total for building program for five years \$5,585,000.00. At the same time the University has submitted a maintenance program of \$473,911 for 1921-22, and \$494,336 for 1922-23.

In asking for this building program the University has proceeded on the basis (1) that it is the State's duty to provide dormitories, and dining halls, and classrooms, and laboratories, and other buildings necessary to take care of the 1,400 students now enrolled and thereby relieve a congestion that is frightful; and (2) that the State while relieving this congestion must project an additional building schedule to provide for a student body of 3,000 which will inevitably be knocking at the University's doors by 1926.

In submitting this program the University has been compelled to give first consideration to dormitories, dining halls, and classrooms. For two years, both in the regular term and in the Summer School, enrollment has been practically stationary owing to the fact that an absolute limit has been reached in the capacity

of the buildings in which students live, eat, and receive instruction. Four hundred teachers were turned away last summer by the University and town rooming houses for lack of living quarters, and two hundred and fifty students were denied admittance in September in spite of the fact that room after room was crowded with three and four occupants and living rooms over grocery stores and garages into which North Carolina fathers and mothers send their sons reluctantly were crowded to the doors.

The situation as to dining halls has been even worse. Swain Hall has a normal capacity of 450 and the University Inn 75. While a number of citizens of the town rent rooms, only a few boarding houses are operated. The result is that all eating places are jammed to the limit and students have to eat in shifts and under conditions the very opposite of ideal.

Similarly, the limit has been reached in the matter of classrooms. Outside scientific laboratories and professional buildings the University has only 19 classrooms for use by the following 17 departments having a combined registration of 2,766 students: English, History, French, Economics, Rural Economics, Sociology, Music, Philosophy, Spanish, Latin, German, Business Organization, Accounting, Greek, Education, Psychology, and Public Welfare. Rearrangement of the daily schedule, the utilization of every classroom every working period of the day, has not saved and cannot save the situation, and nothing short of building program which will provide additional classroom buildings can save it.

The same conditions confront the professional schools. With the exception of Phillips Hall (in which the departments of Engineering were recently housed) the laboratory buildings were built for approximately \$50,000 each, and were intended to meet the requirements of a student body of less than half the present number. Space, special apparatus, and equipment had to be cut to meet the requirements of building appropriations. The result is that today comparatively new buildings like the Chemistry Laboratory and the Medical Building, the Physical Education Building, the Infirmary, and the Library have over-run their capacity and require instant enlargement, whereas, the present quarters for the School of Pharmacy, the Law School, and the department of Geology, housed in buildings erected 60 or more years ago, are totally inadequate to carry the load placed upon them. In September 85 North Carolina boys applied for admission into the Medical School. Forty of them were admitted. The other 45 were turned away because the Medical building accommodates only two classes of 40 each. Two hundred Freshmen and Sophomores on the campus today

are taking the pre-medical course. Of these the University will be able to admit only 40 in the fall of 1921. The others will have to go outside their home State for the instruction they desire.

AUDITORIUM AND ADMINISTRATION BUILDINGS

In projecting this program, the University has not overlooked the fact that dormitories, dining halls, recitation rooms, libraries, and infirmaries do not alone constitute the University plant. An administration building large enough to take care of its administrative activities and an auditorium where the student body can get together are both fundamental essentials. At pre-war prices the University plant is worth \$2,000,000 and its net working income (exclusive of its public service functions, dormitories, and dining halls) is the equivalent of six per cent on \$5,500,000.00. The University business is a big business, and to house it, to provide for its doubling in the next five years, calls for a correspondingly big building through which all administrative work can be brought together and effectively organized.

An auditorium large enough to seat the entire student body is also a prime necessity. Gerrard Hall, built in 1822, has a first-floor seating capacity of 450 and barely accommodates the freshman class. If the President of the University wishes to reach the entire student body to present some matter of special campus concern, it is necessary for him to stop the entire University and call it together in three shifts!

MAINTENANCE PROGRAM SUBMITTED

The University has also submitted a maintenance program for the biennium calling for \$473,911 for 1921-22 and \$494,336 for 1922-23. In doing this, it has held in mind four fundamental considerations: (1) the necessity of holding together and building up a thoroughly equipped Faculty; (2) the necessity of maintaining an institution of University character; (3) the necessity of serving the State in the capacity of a semi public-service corporation; and (4) the necessity of maintaining and constantly improving the physical environment in which the student body works.

The Faculty of an institution constitutes its real heart. Competition for skilled teachers has reached the point that the school or institution which does not pay the market price must inevitably lose its best men. So far, through special funds (and only through them) such as the Kenan legacy and the emergency relief afforded by the General Education Board, the University has been able to hold its Faculty together. But with the fixing of salary scales of other institutions from

\$1,000 to \$2,500 higher than those which the University is able to offer and in the face of local competition on the part of city and county schools in North Carolina in some of which salaries run from \$600 to \$1,200 above those of full professors in the University the amount depending upon the length of service, the day of disintegration is at hand unless the situation is remedied and instantly.

The second reason for increased maintenance is that the University has also to furnish instruction of strictly University grade. To teach 125 members of the Graduate School, to instruct men and women in the School of Education, the School of Commerce, the School of Law, the School of Medicine, the School of Public Welfare, and other professional departments, requires in addition to a scholarly faculty, highly specialized apparatus and library facilities, all of which are costly, but are absolutely essential to sound work.

The University is also required to maintain special services which it renders directly to the people of the State who cannot come to the campus for regular prolonged instruction. Its publications, its work with study clubs, its efforts in behalf of the high schools, its institutes for road engineers, its Summer School for teachers, its conferences for civic organizations, its rural engineering services, its economic and social surveys all call for expenditures and all are of distinct value to North Carolina.

And finally an institution which molds student life and ideals must make sure that its buildings and grounds and general surroundings furnish an environment which stimulates and inspires. Men pass through college but once. Imperceptibly they fix their standards of conduct and living in their student days, and what these are, whether fine and high and of the kind to uplift and enrich the community into which they go, depends in large measure on what they become accustomed to within college walls. To provide this environment calls for the expenditure of money. The fact that the University in days gone by has of necessity failed to provide it on account of lack of money has resulted disadvantageously to the men sent out by it as leaders in the cultural life of the State.

In presenting this double program for buildings and maintenance the University is asking nothing of the State except that it may return it, with interest, in service to the people. In spite of the lack of buildings and meager support in former years, it has ever held aloft a beacon light for the guidance of North Carolina's feet. Today it reverently cherishes the praise of Zebulon Baird Vance expressed in the words "More has been done here for the true glory of North Carolina than any where else." Its sole request at this hour is that its arms may be strengthened to do the larger task that awaits it.

TEACHING AS A PROFESSION

By L. A. WILLIAMS

The University of North Carolina

FOR present purposes the meaning of the term "teaching" will be confined to the field of public school work. While in many, perhaps in the majority of respects, what could be said about teaching in public schools applies with equal force to teaching in private schools or in college and university. Nevertheless the point of view concerning public school teaching needs the emphasis right now more than does the point of view about college teaching.

First of all I hold no brief for teaching except as it is a legitimate field of professional endeavor. Teaching is not a convenient stepping stone to a life work, it is, on the contrary, a field sufficiently large and sufficiently important to be considered as a life work. More than this, teaching is not a missionary enterprise any more than the public school is an eleemosynary institution. I have no desire to present the claims of teaching as if it were a charity and a sacrificial offering. Teaching on one side is a field of endeavor based on a sound

economic basis as a business enterprise and subject to the laws of business procedure even as a manufacturing industry. Finally, teaching lays no claim to attention as a field of service. It has wonderful opportunities for service but its claim for recognition does not rest on that basis.

I would not urge any young man or young woman to go into teaching who is not convinced of the solid worth of the claim it presents as a profession, as a life endeavor, as a field of labor to which he or she can honestly give the best and the whole of life even as to law, medicine or the ministry.

The profession of teaching rests its claim for consideration on the fact that it deals with the making of life. It has two sorts of material with which to work, or rather it works upon one sort of material through the medium of another sort of material. Specifically, that is, teaching has to do with the all-round development of boys and girls, young men and women using